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# WORK-STUDY AND THE GRADUATE SCHOOL OF LIBRARY SCIENCE

A Research Paper

Submitted to the

Graduate Department of Library and Information Science

Brigham Young University

Provo, Utah

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by

Louis Reinwand

June 1974

ABSTRACT

Historically American librarians were educated by practical methods. As the twentieth century progressed, academic training became the primary method of educating librarians. In the late 1960's the need for balance between theory and practice in library education started a movement toward the renewal of technical education to supplement the existing scholarly approach to library education. Practical work experience, as yet, has not been incorporated widely into formalized cooperative programs for library science, but continued agitation and proposed work-study programs will, hopefully, return balance to the education of librarians.

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# CHAPTER I

# THE PROBLEM

## Introduction

Since the inception of libraries, the nature of library science has demanded training for its personnel. Each successive year increases the complexity of library education, and librarians are expected to bring to the discipline greater skills and knowledge than ever before. Along with the profession's evolution, there has been an evolution of criteria and curriculum for the education of librarians; but practice work, once the ultimate in library education, has been relegated a lesser role by the advancement of graduate education. Technical experience, however, is still an important aspect of library education and library schools should provide adequate practical training as well as scholarship.

Problem

Should practical experience be integrated into the formal educational program in graduate schools of library science? If so, what should the nature of that experience be in order to make it the best possible educational experience?

Methodology

To research the proposed problem it was first necessary to examine library literature pertaining to the historical development of library education as a modern science. Gathering data that dealt specifically with the decline of practical training narrowed the historical treatment considerably, and gave the study an impression of practical teaching methods once used, but now neglected.

Further searching in the literature made it possible to detect pertinent data concerning the rejuvenation of interest in practical work experience as a component of formal library education. It was found that a relevant work-study program could not be established without difficulty and so data manifesting that dilemma was included.

The nature of the study demanded that the general characteristics of existing and proposed work-study programs

for library education be determined. The development of an ideal work-study program based on training methods seemed plausible; but designing a general program, functional at any of the American Library Association accredited library schools, could only be based on analysis of existing objective and subjective proposals. From the available information it was necessary to consider and analyze the various options and then focus the best ideas into an educational program that might be workable and beneficial to the practical training of graduate library students.

Finally all essential knowledge gained through the study was compiled and reviewed in order to make recommendations and design a proposed program using work-study as an educational tool.

Delimitations

This study concerned itself with practical training for librarianship in the United States. It attempted to gather pertinent materials. It did not concern itself with a comparative study of geographical library education, although this writer readily admits that advanced countries like Great Britain have varying methods and techniques, which often include practical experience, for the education of new librarians.

Just as work-study is unrestricted in its development geographically, neither is it restricted by the breadth of its application in the United States, both in libraries and library schools. Internships, practicums, and in-service training programs are all closely related to the concept of work-study, and in fact are manifestations of work-study. This study will glean as much useful knowiedge from these three training procedures as possible, but will not study them specifically.

There are many special programs that have been designed for teaching the vocational skills of library science. Generally, these have not been included. Since library science is also becoming a highly specialized field, increasing amounts of information in medical, school, science, archives, and other forms of libraries are available. This study will not attempt to cover the many aspects of special training, for it would merely burden the task already proposed.

This study will not attempt to gather any statistical data to prove its problem statement. As mentioned earlier, it deals with the subjective and objective materials of various library literature, the purpose of the literature search being the description of the demise, renewal, and need for structured work-study in today's

library education. The problem is the development of a proposed work-study program that would be beneficial to formal library education.

Definitions

Work-study, as described by the Bowker Annual, is the process wherein a library accepts as a member of its full-time staff a student librarian or formal trainee with the understanding that the person will work on and complete a degree within a given period of time.[1] This is not a satisfactory definition for this study, however, for it will use the term work-study in a broader context.

One aspect of work-study, and perhaps the most sophisticated, is the internship. The term intern is usually used to describe a full professional experience after all course work has been completed, but prior to graduation, and involves all phases of a library assignment from theory to application. Internships are included in this study because of their present affiliation with the accredited library schools, especially the University of Texas and the University of Wisconsin. They are also included because much of what is done during the internship might possibly be done in parallel with the academic training of the student. Internships are usually viewed as

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[1]The Bowker Annual, 1964 (New York: R. R. Bowker Company, 1964), pp. 217-19.

extensions of the graduate school: a prolonging, as it were, of the educational process.

Practicum, another term which is often used to refer to work-study, is of limited duration, involves less preparation, but demands the usage of the library in order to develop practical library skills. Practicum in most instances refers to the practical application of knowledge during a professional-education sequence.[1]

Many students who gain practical work experience in the library are not involved in any organized educational training process. They contract with the library to do a specific job. Such positions are usually sub-professional, and exploit the student's time and talent. These students are the key to this study, and should be considered as the justification for advancing a proposed work-study program.

Other concepts that concern themselves with practical education are apprenticeships, training programs, and in-service training. These are more elementary than internships and practicums and are designed, generally, as terminal education programs for para-professionals.

Work-study, as defined for this paper, describes the practical educational activities of the graduate student enrolled in a fifth-year library and information science program who is working toward the Master of Library Science

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[1]John O. Hempstead, "Internship and Practical Application in Educating School Library Personnel," Journal of Education for Librarianship 12 (Fall 1971): 117-19.

degree (MLS). He is actively seeking the degree and is not employed by any library in a normal work week. Rather, his work experience is subordinate to his status as a graduate student. Even though the work experience is subordinate, the practical experience in this ideal situation is a vital part of the library school's educational program. For this project, then, work-study represents the theory of an internship taught during the time sequence usually reserved for the more limited practicum.

## CHAPTER II

## THE DECLINE OF WORK-STUDY

During the nineteenth century there was very little demand for trained librarians. Neither was there any need for established library schools. Melvil Dewey wanted to train new librarians practically, but without the burden of apprenticeship. Although his early ideas along this line were not given serious consideration, by 1887 he had opened the first school for librarians, the School of Library Economy at Columbia College, and his curriculum was technically oriented, emphasizing the day-to-day routines of the library.[1]

After Dewey's initial failure at Columbia, according to Gerald Bramley, the school was removed to Albany. There the school began to concentrate " . . .

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[1]Sarah K. Vann, Training for Librarianship before 1923 (Chicago: American Library Association, 1961), pp. 22-29; Carl M. White, The Origins of the American Library School (New York: Scarecrow Press, 1961).

attention on the more theoretical aspects of librarianship."[1] Library schools established after 1890 did not follow this new trend immediately, however, for they imitated Dewey's earlier practical formula for educating librarians.

Dewey's preliminary introduction of organized schooling did start a trend that led away from practical education. In 1893 a Conference of Librarians was held in New York. Those in attendance were struggling with the differences between professional and practical education. It was finally proposed that:

> 1. The schools of librarianship should be attached to the universities.
> 2. College graduation should be the educational requirement for admission to the schools.
> 3. An examining board with clearly defined authority should be set up.[2]

The first two regulations set the stage for the further upgrading and professionalization of library education, but even though the proposals suggested a more professional approach, most library schools retained their practical curriculum. In 1917 Alvin Johnson surveyed

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[1]Gerald Bramby, A History of Library Education (London: Clive Bingley, 1969), p. 80.

[2]Ibid.

municipal public libraries for the Carnegie Corporation.[1] The Carnegie Corporation had spent fifty-six million dollars on library buildings, and now Johnson recommended something be done about the staffs working in the libraries. He recommended that financial assistance be given to schools of librarianship and that scholarships be awarded to library students. This report gave library schools the incentive to examine their educational procedures. This study also led to the Williamson Report which struck librarianship like a "thunderbolt."[2]

Williamson's study was also financed by the Carnegie Corporation. They retained him specifically to investigate library training programs. His completed report attacked the clerical routines that composed the training of librarians.

This study made sharp distinctions between professional and sub-professional or clerical library tasks. Williamson complained that library schools were trying to educate both groups in the same classes and in the same way. He proposed that a bachelor's degree be required as " . . . the minimum general education needed for successful

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[1]Vann, Training for Librarianship, pp. 169-71.

[2]Bramby, Library Education, p. 83.

professional library work of any kind."[1] He advocated that good general education be the most essential part of training for librarianship and that training in library techniques could not by itself make a successful librarian. He advocated that library techniques could be presented from the point of view of principles and policies, and that expert technical knowledge was as vital to the professional as extensive book knowledge and organization and administration.

During those years, in spite of Williamson's admonitions and the growing trend towards academia, library education was still being taught as a basic skill. skill. As late as the depression, according to John Hampstead, practical training was playing an important role in library education.

> During the depression which resulted in a scarcity of jobs, educational internship (often at no pay) became an important part of professional in-service education and in some instances was the only means of entering the profession.[2]

In regard to the actuality of practical training for librarianship, and the fact that ". . . early schools were

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[1]Charles C. Williamson, Training for Library Service (New York: Merrymount Press, 1923), p. 5.

[2]Hempstead, "Educating School Library Personnel," p. 117.

dedicated to practical work as a necessary component of every program, . . . as the century progressed . . . this pioneer preoccupation came under strong criticism. . . ."[1] Practical training could not withstand the pressures of academicians to insert a scholarly curriculum in the organized library schools, and subsequently training programs were replaced by unapplied education.

One of the persons who seems to be partially responsible for the rejection of library education's mechanical skills was William M. Randall. He wrote in The College Library, published in 1932, that technical excellence was not enough because the professional librarian emphasized the aspects of his training in his work, and practical training did not allow the librarian to realize his full potential. Continuing, Randall pointed out that ". . . library schools realize this. It is evidenced by the increasing emphasis in their curricula on other than technical aspects of the profession."[2]

Randall's writings were extremely influential, and

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[1]Laurel A. Grotzinger, "The Status of Practicum in Graduate Library Schools," Journal of Education for Librarianship II (Spring 1971): 332.

[2]William M. Randall, The College Library (Chicago: American Library Association and the University of Chicago Press, 1932), p. 55.

his aggressive assaults against technical education were wisely supplanted by recommendations for a new breed of librarian. He reasoned that a librarian with adequate academic training with only the basics could ". . . serve the purposes of a college better than a man with a maximum of technical training who is deficient in scholarship."[1]

Randall's study was written with the college librarian in mind, but the concepts he advocated penetrated the education of librarians, as faculties hurried to update their curricula. Academic qualifications became the criteria for leadership and advancement to important positions, and though Randall maintained that staff members should be well trained in library processes, library schools met the newer requirements, depending heavily on abstractions.

Another factor that led to the reduction of practical training, a contemporary movement to the writings of Randall, was the establishment of the Board of Education for Librarianship. Though this brought some standardization to the education of librarians it also was ". . . responsible for much of the confusion concerning the proper content of the preprofessional, professional, and graduate-

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[1]Ibid., p. 58.

professional curriculum."[1]

The founding of the University of Chicago Graduate Library School in 1925 also took library education further away from practical training. This school, which drew its faculty members from a variety of professions and which based its curriculum on research using the scientific method, became the example for the design of all graduate schools that came into existence following 1925.[2]

Most library school curricula of today's modern graduate school originated in the University of Chicago, Williamson's Report, the work of the Board of Education, and the writings of Randall. The first three were sponsored by the Carnegie Corporation. All argued for the improved status of the librarian, but they all tended to describe the needs of the librarian from the academic point of view. They wanted sophistication and acceptance for the profession though it was not a scholarly profession, but rather a technical profession. Even though considerable technical

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[1]Louis Round Wilson, Education and Libraries Selected Papers by Louis Round Wilson (New York: Shoestring Press, 1966.

[2]C. Edward Carroll, The Professionalization of Education for Librarianship (Metuchen, N.M.: Scarecrow Press, 1970), pp. 152-154; Wilson, Education and Libraries, p. 259; Bramby, Library Education, p. 87.

tasks remained to be routinely handled, Williamson, Randall, and others like them convincingly removed library science from the technical world and placed it in the academic world.

The movement toward academia was successful in forcing the practical expression of library education into oblivion. Sam Neill, lamenting the reduced state of technical education and the disappearance of the Bachelor degree of Library Science, commented that:

> . . . the MLS degree granting schools are struggling to be "graduate," and therefore striving mightily to cut all technical/clerical aspects out of the curriculum. This move into the realm of theory, design, and research (if that defines "graduate") is being held back because there is nowhere for students entering library school to become acquainted with the fundamental objects and processes of librarianship--the primary sources of action upon which the concepts and principles of a graduate study must be built.[1]

A study done by Rothstein analyzed the ALA accredited schools' catalogs for the loss of practical work experience. He found that:

> Ten schools [28 per cent] still made field work a requirement for all students in the first-professional degree program; however almost all of those schools [were] prepared to waive the requirement for students who [had] already had considerable library experience.[2]

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[1]Sam D. Neill, "Practice or Principle: The Elimination of Library Schools as Training Grounds," British Columbia Library Quarterly 34 (April 1971): 32.

[2]Samuel Rothstein, "A Forgotten Issue: Practice Work in American Library Education," quoted in L. E. Bond, Library Education: An International Survey (Urbana: University Graduate School of Library Science, 1968), p. 214.

This study was superseded by a Western Michigan University study by Laurel Grotzinger. Her study, a lengthy questionnaire, was divided into four sections which asked

> . . . about the status of field experience in graduate curricula, the credit offered, the kind of experiences involved, the amount of time necessary in order to complete the assignment, etc.; also . . . three questions . . . attempted to establish the basis for including a field experience in a graduate program.[1]

Replies to the questionnaire indicated a general rejection of field experience. Twenty-eight out of forty-two schools, 66.7 percent of the respondents, did not have any form of field experience in their graduate curricula. The remaining one-third identified varying degrees of field experience. Fourteen months later another questionnaire was forwarded. Cutting away the questions added to the study dealing with practicum designed for school certification, Laurel Grotzinger found that graduate schools without practicum had jumped to 79 percent, a 12.5 percent increase. "Under these circumstances, it would appear that practicum has been rejected. . . ."[2]

Though this movement away from work-study has its statistical and historical roots, Jack Dalton explains a modern viewpoint:

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[1]Grotzinger, "Practicum in Graduate Library Schools," p. 333.

[2]Ibid, p, 337.

> Given the short time in school and the very important fact that large numbers of our students were already working in libraries at sub-professional jobs, it came to be felt that instead of parallel experience--class and workroom--we might very profitably use our limited time in class today knowing that beginning tomorrow they would, for the most part, get very little but the workroom.[1]

If the student, upon graduation, is going to spend much of his time in the workroom then it seems appropriate to ask: Why not educate him for the workroom? The emphasis on theory eliminates the student's chances to experience the library, preventing him from obtaining practical application for the lessons being taught by the academic minded faculty. In this instance the sub-professional experience could have transferred into the parallel experience.

What is the future of practical training in the graduate school of library science? Has it been eliminated entirely? Historically, library education evolved very rapidly. It is still changing. Guy Lyle, commenting on the changing library world and its implications on library education, said:

> Most library practices of this era have their origin in yesterday; they are changing and they will continue to change because college libraries must adapt their functions to a curriculum that is itself ever in the process of adaptation.[2]

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[1]Ibid., p. 338.

[2]Guy R. Lyle, The Administration of the College Library (New York: H. W. Wilson, 1941), p. 6.

Will these ongoing changes include the reappearance of practical work experience as part of the formal education? No one knows, but a cadre of librarians is working to revive work-study at the graduate school level. These librarians seek a balanced curriculum based on technique, the learning of skills; theory, the acquisition of knowledge; and values, service to library patrons.[1] If trends for restoration of practical library training indicated in the next chapter continue and if a milestone work like Williamson's report gives the movement added impetus, a revival of work experience to parallel existing academic education could become a new historical landmark in librarianship and could be a factor in future educational processes for librarians.

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[1]Lecture by Maurice P. Marchant, Brigham Young University, Provo, Utah, 5 October 1973.

## CHAPTER III

## THE REVIVAL

Future changes in library education will probably include the increase of technical education. The American Library Association's Executive Board established a commission in 1962 to consider a national plan for library education. In 1967 the commission published the concept that librarianship was passing through considerable change, making earlier patterns of library education obsolete. The very appearance of the technological revolution, it insisted, demands new thought about the kind and number of librarians to be educated, about the influx of new specialties, and about the development of new curricula. Specifically, the commission questioned the importance of a general education as a requirement for admission to library school. It was vigorous in its support of the replacement of technical training in the framework of professional education, and asked that the problem of refresher courses and intern-

ships be resolved immediately.[1]

This report by a regulated commission of the American Library Association reveals the depth to which revitalized practical training courses for librarians has penetrated the thinking of professional librarians.

In response to the American Library Association's commission on a National Plan for Library Education and in response to the increasing need for skilled librarians, there has been a growing demand by librarians from all levels for the return to technical training as a segment of formal library education. Keith Cottam, a former faculty member at Brigham Young University, studied ". . . the question of appropriate and adequate preparation for professional practice."[2] In resolving his questions about the training of new librarians, Cottam asked, "Can a person really learn by reading of the experiences of others; or, must he, himself, learn through his own experiences, mistakes and accomplishments?"[3] Cottam was not alone in his concern,

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[1]"American Library Association's Commission on a National Plan for Library Education: Report from the Commission," ALA Bulletin 61 (April 1967): 419-22.

[2]Keith M. Cottam, "Cooperative Education for Librarianship: Theory into Practice," Journal of Education for Librarianship 10 (Fall 1969): 97.

[3]Ibid.

for Grotzinger, whose study has already been mentioned, found that ". . . in the 1970's amid the many questions raised about the relevance of contemporary library education, there appears to be a revival of interest in the use of field experiences."[1] Interestingly, an older study disclosed that a ". . . trend in graduate programs indicated an increasing proportion of students engaged in work-study programs."[2]

Renewed interest has been the result of a growing discomfort with the present education system.

> In spite of struggles to prove otherwise, educational preparation for librarianship generally does not provide the potential librarian with the adaptability necessary to meet the revolutionary changes in society and individuals that may affect professional objectives. The field of librarianship cannot ask to be recognized as a full-fledged profession until our educational patterns turn out librarians who can see needs, set goals, and act accordingly on the basis of knowledge and experience.[3]

Continuing, Cottam pointed to the difficulties of adequately training professional librarians, especially through practical work experience.

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[1]Grotzinger, "Practicum in Graduate Library Schools," p. 332.

[2]Sarah R. Reed, "Library Education in Flux," North Carolina Librarian 22 (Spring 1964): 79.

[3]Cottam, "Cooperative Education," p. 97.

> Skill in attaining professional objectives is the unique contribution of practical experience, but being so it is probably the most illusive educational need to achieve. . . . Most assuredly, the incorporation of cooperative education programs into the curriculum for librarianship would lead to beginning professionals who can readily integrate theory into practice.[1]

But returning to the discontent that is erupting among librarians, David Watkins wrote in "Back to Fundamentals," "I am suspicious of the quality of the library school training of the new librarian who is quick to dissociate himself from the ideas of the librarian of the past. . . ."[2]

This alienation from the practical aspects of library science goes even further according to Watkins. He went so far as to place blame:

> The emphasis on the master's degree has brought with it an A.L.A. recommendation of the appointment of full-time teachers in the library schools. This is desirable, but these teachers must have had sound experience on which to base their teaching. One hears a frequent complaint from library school students that some of their instructors were either totally inexperienced in library work or inexperienced in the area in which they were teaching. For the most part this produces an over-theoretical approach to the library.[3]

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[1]Ibid., p. 100.

[2]David Watkins, "Back to Fundamentals," Journal of Education for Librarianship 6 (Summer 1965): 89.

[3]Ibid., p. 88.

Undoubtedly a gulf exists between teaching abstract concepts and the learning of practical skills. Cottam summarized that the overall situation seemed to pose a crisis of dual responsibility--a crisis between the academic world and the on-the-job world of the profession.

> Such a crisis, however, never really emerges. What does emerge is a general failure on the part of the academic world in its attempt to provide adequately for the educational needs of the aspiring librarian.[1]

John Hempstead made an observation about the problems of practical work experience and their relation to the labor market. He remarked, "In times of teacher shortage, internships tend to fall by the wayside in education, while they increase in times of teacher abundance."[2] It is quite probable that library education and librarianship have reached a time of abundance, and that the renewal of interest and demand for practical training is related to that occurrence. Hempstead does not see the tightening of the job market as a bad situation, however. Instead he views the situation as a good time to upgrade the educational process for librarians. He advocates a more uniform control over the educational and training process by the

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[1]Cottam, "Cooperative Education," p. 99.

[2]Hempstead, "Educating School Library Personnel," p. 118.

profession, a control that might result in greater professionalism. "This appears to be an excellent time to consider upgrading the content of professional education for . . . librarians."[1]

One of the reasons that this insistence for improved education, through practical experience and training, seems to be expanding is:

> . . . the attitude toward the profession which is characteristic of some library school graduates of today. They are little prepared to fit themselves into existing jobs in a large library, and I suspect, even in a medium-sized or small library. They are frequently impatient with detail and are unwilling to settle down to learning the day-to-day tasks which keep a library in operation.[2]

These graduates have just completed a very conjectural education, and perhaps have been led to believe their first entry into the profession will be at a rank equivalent to their education. Few are aware the education they have received prepares them for a second or third job, not the basic day-to-day tasks of the first job. Administrators have come to recognize the need for additional training or orientation for the new graduate when they hire him at an entry level, and so they prepare the new employee for the task at hand.

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[1]Ibid.

[2]Watkins, "Back to Fundamentals," p. 87.

The call for work-study arises, then, when one realizes a person cannot become a truly able librarian or administrator without some firsthand knowledge of the library processes he will be called upon to direct and to coordinate. Work-study, internships, or first year job-training are necessary, Watkins contends, before the operations ". . . of a library can . . . be comprehended from above, unless there has been some realistic contact with the various processes which go to make up the library."[1] One might ask what this has to do with practical training at the graduate school level. Only this: faculties in "dabbling" with curricula have ". . . in stressing the need to separate the professional from the clerical aspects of work in libraries . . . pushed the distinction too far."[2] The result is the renewed demand for internships and practical work training for library students before they enter the field.

There will always be those theoreticians who protest teaching the mechanical skills of library science by arguing ". . . that professional librarians must have

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[1]Watkins, "Back to Fundamentals," p. 87.

[2]Ibid.

relief from clerical duties whenever and wherever possible."[1] But letting David Watkins complete his argument:

> I believe, however, that librarians must know and understand the clerical processes which are part of the work which they supervise and that this separation should not be pushed to the point of absurdity.[2]

An analytical study by Anna C. Hall at the University of Pittsburg has some engrossing statistics that point further to the need of extended learning experiences for graduate students. She determined that:

> . . . of the 83 behavioral objectives (necessary) to public services librarians practicing in large public libraries, only 20 could reasonably be expected to be taught effectively, at the levels of development needed on job, in a one year master's program. Many of these skills, while important for the job, were not covered in the professional education sequence.[3]

The skills referred to are often the most basic. These are the skills that one would expect the new librarian to have mastered during graduate school. The very fundamentals of library science--cataloging, reference, and bibliography--have been sacrificed to the advancement of scholarship.

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[1]Ibid.

[2]Ibid.

[3]Anna C. Hall, Selected Educational Objectives for Public Service Librarians: A Taxonomic Approach (Pittsburg: University of Pittsburg, 1968), quoted in Hempstead, "Educating School Library Personnel," p. 119.

> . . . The reduction in emphasis on the basic library subjects of cataloging, bibliography, and reference. Of the three, cataloging seems to have suffered most. I understand that in most schools only a basic one semester course is required. Bibliography also tends to slip into the area of electives. I make a practice of asking new graduates of library schools whom I must interview from time to time whether or not they feel competent, on the basis of their courses, to catalog a book. The answer is almost invariably "no."[1]

Librarianship, at its basic levels, is such a mechanical skill that one can only ponder the intellectual emphasis so visible in the graduate schools.

> . . . In a practical field such as library science, the teaching of principles or theory when dissociated from practice usually results in a sterile pedagogy.[2]

Peter Gellatly presented such an expressive tirade against the present educational system that to ignore his arguments would be to avoid the demand for improved training on all levels, academic as well as practical. According to Gellatly,

> . . . nowhere to my knowledge is any real attention given in the schools to the actual acquiring of books and serials. There are courses galore on what is rather oddly called 'book selection,' but not a whisper on acquisitions work. I have to admit, although I do it with shamefacedness, that, until I arrived in my first library, I had never even heard of Stechert-Hafner or Collet's or Harrassowitz. Nor did I know anything about multiple forms or IBM purchasing and bookkeeping arrangements, or about any number of

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[1] Watkins, "Back to Fundamentals," p. 87.

[2] Ibid.

> other matters that were soon to take up my time. No one bothered mentioning beforehand, for instance, that it was necessary sometimes to spend years looking for a certain book, or that serials have a tendency to combine, split, recombine, change their title, their frequency, their content and format, to suspend and resume publication, and to misbehave generally. Nor did anyone bother discussing the uses of agents, methods of checking in serials, the sort of equipment used in acquisitions work, the kind of records kept, the need for bibliographic verification of orders, the handling of gifts and exchanges, the keeping track of bills and payments, and so on.[1]

Obviously Gellatly did not receive practical skills to supplement his classroom education. But continuing,

> There were books to consult, but little time for such extracurricular research, and little encouragement in it from one's teachers, who were busy putting together lists of book-selection aids for their students to commit to memory, hammering away at the rules of cataloging, as given in the red and green books, and talking about such lofty matters as the planning of new buildings, the bringing together of small libraries into regional groups and the preparation of budget proposals--all important, no doubt, but scarcely for the beginning librarian, who has other things on his mind.[2]

With this scathing indictment resounding in the reader's mind, is it necessary to argue further, belaboring the issue by stating that ". . . a program of formal study in library school is not a complete preparation for

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[1]Peter Gellatly, "What's Wrong with Library Education," Journal of Education for Librarianship 6 (Summer 1965): 85-86.

[2]Ibid.

professional library service. It must be supplemented with practical work experience."[1] The experience may occur before or after library school, but it seems the ideal situation would provide ". . . a cooperative arrangement of formal education and practical experience at the same time."[2] By combining the assets and resources of the university library and the graduate school of library science, emerging professionals would be more competent and librarianship enhanced by the development of a superior educational and training system.

> Surely, there is a marked difference in the kind and degree of skill required for the various professions, but should there be such a disparity between other professions and librarianship concerning the relationship of practical instruction to the rest of the education curriculum? Perhaps only a general inquiry into the practical instruction component of professional education as it relates to librarianship, including its philosophy, objectives, content and arrangements which may bind it to the over-all organizational structure of education for librarianship could answer this question adequately.[3]

Cottam's argument for the inclusion of practical training is certainly a question about the failure of present theoretical library education. Undoubtedly,

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[1]Cottam, "Recruitment," p. 46.

[2]Ibid.

[3]Cottam, "Cooperative Education," p. 98.

> . . . the professional knowledge, attitudes, and skills required for the performance of professional functions, should be a product of a total educational program, and their development is very questionable when dependent solely upon academic direction.[1]

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[1]Ibid., p. 99.

## CHAPTER IV

## THE DILEMMA

Renewed commitment to practical experience is not without opposition. Many administrators have found the person, himself, is much more important to success in a career than the details of the education received while attending school. Not that library schools are unnecessary, for a good librarian ". . . can learn more in one year in a library school about the basic tenets of the profession than in twenty years on the job."[1] Others argue that the tradition established in this century of a rigid authoritative classroom approach provides enough opportunities. As pressure builds to increase classroom content this opinion is easier to rationalize.

A great deal of conflict has been developing between the old and new methods of education. "Practice work has come somehow to stand for opposition to theory and the

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[1]"Library Education, What's Missing?" Journal of Education for Librarianship 5 (Fall 1964): 89.

persistent pursuit of American library education has been to find a curriculum that would emphasize and embody theory."[1] The conflict goes beyond the struggle between concepts, however. The strife appears between the two concerned groups who control library and information science, the theorists and the practitioners.

> One might naturally expect there to be a mutual friendship and compatability of interests between the university library and the library school. Unfortunately all of the evidence seems to indicate that there is a real lack of such mutual friendship and that, indeed, often there is greater antagonism and conflict between the university library and the library school than there is between the university and any other unit of the university.[2]

The quandary of this rivalry does not rest in the fact that the theorist controls the accredited education system as much as the fact that the library school faculty is frustrated by its inability to become a true graduate school. The faculty would like to be conducting research and discussing abstractions, but they are faced by the practicalities of practice work.[3] Similarly, the chasm of

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[1]Rothstein, "A Forgotten Issue," p. 218.

[2]N. D. Stevens, "Continuing Conflict: The University Library and the Graduate School of Library Science," Journal of Education for Librarianship 9 (Spring 1969): 309.

[3]Neill, "Practice or Principle," pp. 33-34.

contention is deepened by the competitors' high expectations of each other.

From the available literature, the administrator of the library apparently has conjured up more complaints against the faculty than the faculty has against the administrator-practitioner. To begin with, the faculty can do nothing right. They are inept in their teaching methods. They are unable to produce intelligible correspondence when working with staff members. Faculty research falls short of containing validity or usefulness for the library, itself. An unwillingness to indulge in helping to build a strong library science collection is another point of irritation that the administration is unable to resolve with the faculty. Staff members are frequently called upon to teach classes in the graduate school. The director of the library school, however, usually asks at the last moment. To add further injury, the library school pays the staffer an unfair proportion of his normal salary.[1] With these factors in mind it is easy to understand the tensions and frustrations that exist within the library and the library school.

If it ended here, work-study might possibly have the chance to reenter the educational system without difficulty,

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[1]Stevens, "Continuing Conflict," pp. 310-12.

but there are other factors which complicate the matter. To begin with, the administrator is not happy with the library student for he is extremely rough on library materials. In a sense, the library student is the worst library user. In relation to this, the student is usually upset with his supervisor. Another item which irritates administrators of college libraries is the concept, whether true or false, that the library school usually foists its weakest students off on the library for part-time jobs. In many schools a student cannot work as a part-time student unless he is in need of financial assistance. Often these student employees are foreigners, and they bring their own special problems to the library scene.[1]

Randall made an interesting comment about student assistants; a comment which carries some impact in regard to today's library school work-study programs. He said,

> In too many of the colleges visited, the positions for students in library appear to be considered as a kind of scholarship to be awarded to needy persons. This award is often made by the registrar or the dean, without consultation with the librarian. The result is that very often students entirely unfitted for the tasks involved are given the positions available.[2]

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[1]Ibid.

[2]Randall, The College Library, p. 64.

Students themselves are generally frustrated about their education. Academic training guarantees that the graduate will emerge ". . . long on knowledge, short on experience and skill."[1] Effective courses have not been presented to students to encourage any hope for the improvement of library education in the future.[2] The major complaints come from students who work while attending school and from those who have participated in internships and practicum programs. Clerical tasks are delegated to the student and he rarely is given the opportunity to learn anything. Likewise he is seldom given his choice of position within the library.[3] "At the best, the interest of the student assistant in the library and its work will be secondary to his interest in his studies."[4] Neither should the ". . . student assistant . . . be expected to fill the need for additional full-time staff members."[5]

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[1]Cottam, "Cooperative Education," p. 99.

[2]Hempstead, "Educating School Library Personnel," p. 126.

[3]D. S. Berkner, "Two Library Work-Study Programs in the Boston Area," College and Research Libraries 28 (March 1967): 126.

[4]Randall, The College Library, p. 65.

[5]Ibid.

One final point of dissatisfaction arises from the employer of the new graduate student. His complaints invariably deal with the inability of the recent graduate to cope with the world of work. Interestingly, ". . . this kind of superficiality in the training, if not the personality, of the new recruit encourages dark thoughts in the mind of the practicing librarian."[1] Such graduates, according to Cottam, ". . . rely solely on academic preparation in order to achieve hoped for competence . . ."[2] This library student will know a lot but will be unable to function well as a professional ". . . without additional intensive training on the job."[3] The problem, then, deals with work-study or teacher-training, the term often used in education in reference to practice work for students. Just like education, library science at one time used practical training methods, the standards were taught explicitly, and "When an employer hired someone with the basics, he [knew] what he [was] getting. When he hires that exalted master's degree student, he's not quite sure."[4]

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[1]Watkins, "Back to Fundamentals," p. 88.

[2]Cottam, "Cooperative Education," p. 100.

[3]Ibid.

[4]Neill, "Practice or Principle," p. 34.

## CHAPTER V

## THE NATURE OF WORK STUDY

Library literature has, over the years, cited numerous reports concerning work-study and trainee programs, proposals for intended programs, and articles about in-service training. In most of the literature, however, ". . . hard facts of recruitment, and the financial support for the library degree overshadow the aspects of professional education. The critical relationship between theory and practice is passed over lightly."[1] If structural practical training was used, as it was in 1923 when Williamson remarked that all

> . . . library schools supplement their classroom instruction given in the form of lectures, readings, discussion, problems, seminars, etc., by bringing students into contact in one way or another with some phase of actual library work,[2]

then it would be a simpler task to trace and outline the present status of work-study. This is not the case, however,

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[1]Cottam, "Cooperative Education," p. 98.

[2]Williamson, Training for Library Service, p. 53.

and the reconstruction of the philosophy, objectives, content, and arrangements, along with the complaints and proposals of work-study becomes a laborious task that will, undoubtedly, rival the efforts of work-study's proponents to organize and facilitate meaningful programs.

To begin with, it is entirely plausible to expect that education and practical experience could be enhanced greatly if:

> The university library . . . [served] as the laboratory for the students and faculty of the library school. It [would] provide a training ground for the students; be available for practical investigation by both students and faculty; set a good example of how an academic library should be run; and supply the tools of the trade for the library school.[1]

Not only must the library provide the workshop for the practical training of students, it must also support the development of a strong faculty. It can do this extremely well in the area of academic librarianship and by making its staff members available for use in the teaching program, especially in highly specialized areas. If a meaningful and comprehensive library program were fashioned and made available to students by the university library and the library school, many of the problems of dissension mentioned in chapter four would be eliminated.

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[1]Stevens, "Continuing Conflict," p. 308.

It is now quite evident that the problems of library science, in relation to work-study, are numerous, and that they appear from a variety of sources. It would well serve both parties within the same institution to coordinate their efforts in order to overcome difficulties and increase mutual benefits.[1] Williamson saw the problem in 1923. It was failure then, as it is now, of providing a field work program consistent with graduate educational standards. Goldstein advocated:

> A carefully planned field work program, using to the fullest campus and community library resources, could form the first step in a sequence of foundation hours or other units of instruction. Such field work would not be demonstrations only, or student assistance at various desks only, or any other single activity which can be found in many present applications. It would be carefully prepared and practiced orientations--talks, visits, slide presentations, etc.--whose authors and presenters are protem members of library school faculties, and whose work is carefully planned in advance with specific objectives in mind.[2]

This is an ambitious program, but one that could be carried out if the library school wanted to, and if it could cooperate with its counterpart, the library itself. The education of a new librarian can be complex and can involve

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[1]Ibid.

[2]H. Goldstein, "Additional Course for Library Schools?" Journal of Education for Librarianship 6 (Summer 1965): 51.

time consumption that few administrators are willing to accept.

Certainly quality library education is the responsibility of practitioner and educator alike.

> Cooperative education programs can foster a flexible partnership for learning, a partnership which is able to respond to the demands of a meaningful education with an integration of theory and practice.[1]

An effective method the library school might employ for the future benefit of students in this regard would be the retention of a graduate faculty which recognizes the value of several approaches to librarianship and its problems, especially the ". . . historical-bibliographical-philosophical and the behavioral."[2] They would have another asset, this faculty, the ability to ". . . relate their courses to changes in society."[3] As Lyle pronounced almost thirty years ago,

> In the increasing complexity of educational processes and institutions, it is apparent that really important factors involved in college

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[1]Cottam, "Cooperative Education," p. 101.

[2]D. P. Bergen, "Educating Librarians for Century 21," Journal of Education for Librarianship 4 (Summer 1963): 47.

[3]Ibid.

> programs are the quality of the instructional staff and their ability to work together toward the common goal of education.[1]

In some manner the education of librarians must be wrought through the resources and cooperation of student, teacher, classroom, and practical experience. These elements must be brought into interaction so that the purposes and goals of the profession might be advanced. Cottam's ideal program, though he recognizes the value of pre and post training, would occur as a cooperative arrangement during the formal education process.[2] Finally, the test of a cooperative effort needs to be implemented. It should be programmed to benefit student, faculty, and employer. It might, in the words of Goldstein,

> . . . become the best means to bring together, and thus minimize, the age and gulf between the supposedly theoretical training at the graduate level and the immediate need for application of skills at the working level.[3]

One proposal for the improvement of library education that advances the concept of cooperative education programs, referring to cooperation between the library

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[1]Lyle, The Administration of the College Library, p. 18.

[2]Cottam, "Cooperative Education," p. 98.

[3]Goldstein, "Additional Course," p. 53.

school and the library, between the library school and various university departments, and finally between the library school and libraries in the surrounding community, was designed by Cottam:

> 1. To have greater impetus, cooperative education programs should be brought into the mainstream of education for librarianship. Unfortunately most programs now are marginal, inconsistent, and optional, including an insignificant number of students preparing to become librarians.
> 2. If they are to be successful as a factor in education for librarianship, such programs must be designed as cooperative endeavors between a library school and the various libraries in the community. Positions are not intended in any way to replace already established librarians, but on the other hand, those in practice should receive gradually increased responsibility as well as commensurate monetary remuneration.
> 3. Cooperative education programs must provide carefully planned and meaningful training and supervision by competent librarians. Without such adequate control, the experience can be meaningless, can degenerate into an apprentice situation, and will not lead to professional growth.
> 4. Since the primary obligation of libraries is with the clients they serve, not to the individuals in practice, people in the practice positions must accept responsibility based on academic preparation and high quality instruction by supervising librarians.[1]

Just exactly what the ideal work-study system would be like is a matter of speculation. Since few ALA schools are energetically pursuing standardized programs and since

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[1]Cottam, "Cooperative Education," p. 101.

only a handful of librarians are proposing outlines for future work-study training programs, then the major characteristics of the proposals must be observed to determine the value of the items presented. The ideal program will include a system of cooperative education, so vital to the area of work-study, and emphasized in these pages earlier. On-the-job experience should be well planned and well controlled, and any who wanted to participate would be given the opportunity. Certainly it should be expected by student and faculty alike, that some ". . . minimum amount of employment and minimum standard of performance be part of the requirements for a graduate degree in library science."[1] Such an ideal program

> . . . should require that a student's employment be related to some phase of the area of study in which he is engaged, e.g., public libraries, academic libraries, school libraries, special libraries, etc., and that it be diversified in order to afford a spread of experience. Further, it should require that employment responsibility increase in difficulty as a student progresses through his school curriculum, and in general the working experience should parallel as closely as possible a student's progress through the academic phases of his education within a given period of time.[2]

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[1]Ibid., p. 99.

[2]Ibid.

Goldstein has similar ideas about making the work which many graduate students take part in while attending school relate to their education. Since most library jobs are controlled by the library itself and are of a menial nature, Goldstein advocates:

> The work would be a kind of field experience brought within the framework of the classroom of the lecture hall, and thus it would be equalized experience (but not at the hand dirtying level) for the entire student body. Its control would rest with the library school faculty, and its execution could be a broadening experience all around.[1]

When should this additional burden be applied to the student and to the faculty? How long should it last and who should be included? Will it all be work-study or will it have workshops and other presentations?

> It probably should begin immediately in the first term and continue throughout the academic year. It should be required in return for limited credit, and no one should be excused unless he possesses the equivalent presentation experience. Work experience alone, of whatever depth of duration, should not entitle students to exemption from this course. The first term presentations should stress the institutional aspects of librarianship and mass media, librarianship and book production and distribution, problems of social organization and institutionalized forms of social activity, etc. Its basic content would be the content familiar to, and used daily by, subject specialists in social sciences and the arts.[2]

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[1] Goldstein, "Additional Course," p. 53.

[2] Ibid., pp. 124-25.

Work-study has many facets. The theory behind this practical education process can be as confounding as any other concept within library science. Just the different types of work-study can be overwhelming. As stated in this paper when the definitions were made, the writer favors the use of the work process occurring at the same time as classroom attendance. Unfortunately, however, internships have received much more attention. They have concepts and theories that are influential, affecting work-study considerably, and internships are apparently becoming more common as practicums disappear.

There are many reasons and purposes for internships. Common among the reasons for using them is the insurance they give a profession that the induction of the new professional will be smooth and effective.[1] The intern is given a position of employment with full responsibility for the assignment. A contract is drawn up, a determined, lower salary is paid, and staff status is given, along with the chance to make decisions and be wholly involved with the workings of the library and its staff; all this becomes part of the intern's life. Most internships are served in

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[1]Hempstead, "Internship," p. 120.

positions similar to the one that the graduate hopes to fill upon graduation. The usual time allotted for internships follows immediately after all course work has been completed, but prior to graduation. They generally last from nine months to a year. One great thing about internships that work-study cannot match, and probably will never be able to match, is the autonomy of the student in his job. Practicums and work-study both require close supervision. Both are building experiences, whereas the internship involves a person who has completed all of his library classwork, and who has a better understanding of his surroundings.[1]

The University of Texas incorporated an internship program to give their graduates confidence and to give the public confidence in the abilities of the graduate. They felt ". . . the library school student is in need of involvement in practical work experience under supervision before he attempts to become an independent practitioner."[2]

One other phenomenon dealing with internships is vital to designing a meaningful program of work-study; it is called rotation. There are two kinds of rotation

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[1]Ibid., pp. 124-25.

[2]Texas University, Graduate School of Library Science, The Library Internship Program Maintained for Students in the University of Texas Graduate School of Library Science (Austin: University of Texas, 1963).

in internships. The first is the "straight internship." The intern contracts with the library to do a normal library job. His whole work experience is centered around that position. This program develops a specialist.

The second method is referred to as a "rotation" program, and requires the student to work at various library tasks. This method produces the general practitioner.[1] Rotation is an excellent idea for library schools because the new librarian gets an overview of many positions. This is especially crucial in the development of administrators. At present, most libraries do not offer their interns

> . . . the regular opportunity to gain experience in more than one department during internship. A few interns have held two different positions during their internships usually because their original assignments were unsatisfactory and they demanded a change.[2]

Certainly the problem of creating a work-study program of any merit, a program that will be accepted by students, faculty, supervisors, and administrators, will be a huge task. But librarians should look to the demands of the future, trying the available programs and attempting to

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[1]Hempstead, "Internship," p. 125.

[2]Berkner, "Two Library Work-Study Programs," p. 127.

design new ones for the betterment of library education. Proposals must be given every consideration, and programs of other professions must be examined and copied if necessary. Library science is an educational process in a state of flux. It must be permitted to cover the needs and demands of the labor market and at the same time educate the student.

# CHAPTER VI

## THE PROPOSED PROGRAM

### Introduction

Examination of the historical development of library education in chapter two revealed that librarians of the past were educated by practical methods. Today's librarian, however, is generally educated without formalized work training. Librarians educated in the modern system often find it difficult to adopt their education to their new positions when entering the library profession and have difficulty establishing a dialogue with experienced librarians.

Work experience can acquaint the student with the tasks and problems he will face in the actual working situation. This training period can be coordinated to parallel his general education. Combining the best characteristics of both learning systems, the student will be able to relate practical training to his graduate education, thereby producing capable new librarians and at the same time establishing a meaningful educational process for librarianship.

Librarians, for the most part, recognize that education and training are separate processes at present. They fail, except for those few in the vanguard of today's

practical training movement, to recognize that when one system prevails the other is neglected, and that this neglect is hurting librarianship. Assuming that the two systems can be combined and that their coordination will result in improved library education for new librarians, this paper will attempt to design a program that will allow the educational and training processes to be used in a single educational scheme called work-study.

Work-study, the merging of practical training and academic education, can be assimilated into a proposed program for graduate schools by stating the objectives of the training program, examining existing practical programs and identifying important aspects that relate to the proposal, relating practical training to the library through program development and patterned work experience, and finally, by outlining guidelines for libraries, faculties, students, supervisors, and coordinators.

Advantages and Benefits

In 1961 a study written by Wilson and Lyons outlined the advantages of work-study programs in higher education. The list of advantages is apparent when directed at library education. But practical work experience can only be as valuable as the knowledge transmitted to the student, and one should consider the importance of the student when viewing the work of Lyons and Wilson. They

said that by coordinating work experience with the campus educational program, theory and practice aremore closely related and students find greater meaning in their studies. They stated further the coordination of work and study increases student motivation. As students see connections between the jobs they hold and the things they are learning on campus, greater interest in academic work develops. For many students work experience contributes to a greater sense of responsibility for their own efforts, greater dependence upon their own judgments and a corresponding development of maturity. It allows for the development of poise and confidence in the student as he establishes a relationship between academic school work and work that cannot be taught in the classroom. Because the work experiences involve students in relations with other workers who come from a wide variety of backgrounds, and because success in these jobs requires constructive relationships with colleagues, most students in cooperative education develop greater understanding of other people and greater skills in human relations. Particularly important in this connection is the value from the contacts made with adults in a variety of situations, thus helping to break down the segregation of college students into a wholly adolescent community.

Cooperative education helps markedly to orient students to the world of work. Most college students are concerned about their future life work. They want to know

more about the range of occupations available to them and the potentials and limitations of these fields. They want to know about the qualifications demanded and their own fitness for them. Cooperative education furnishes students with opportunities for exploring their own abilities in connection with real jobs and they find a direct means of gaining vocational information and vocational guidance not only in the occupation in which they are employed but in a number of related fields as well. They have a chance to test their own aptitudes more fully than is normally possible on the non-cooperative campus. Furthermore, in many programs, students are able to understand and appreciate the meaning of work to the individual and the function of occupation in providing the wide range of goods and services which are characteristic of the economy.

From the standpoint of the nation with its increasing need for well-educated people in science, engineering, business, the professions, etc., as well as from the standpoint of individual self-realization, cooperative education has an important value in making higher education possible and attractive to many young people who would not otherwise go to college. The earnings of the students while on the job have enabled many to attend college who could not finance their education by any other means.

As work programs are planned and developed and as the students rotate from classes to work and back to classes

to work and back to classes again, the faculty is better able to keep in touch with business, industry, the professions, governmental agencies, and in this instance, the library staff. In many colleges and universities information gained through these contacts is used in planning the curriculum and in teaching, thereby contributing educational vitality.[1]

Benefits of the work experience program to the library student will have tangible and intangible characteristics. The essence of the graduate school education will be reflected in combining classroom education with practical training so the graduating student has the best education to meet his future needs. In the education of librarians, it should be explained, it is not this program's purpose to produce technicians only, but to give experience and an overview of the many tasks of the library.

Problems of Work-Study

1. Students in most studies complained that they had had inadequate supervision. Neither the college nor the supervisor attempt to coordinate supervision, often giving conflicting advice.

2. Relationships between college courses and the work experience is usually not significant. This tends to make the work experience less meaningful.

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[1]Edward H. Lyons and James W. Wilson, Work Study College Programs (New York: Harper & Brothers, 1961), pp. 6-8.

3. Conflicts exist between work schedules and class schedules.

4. Students are usually concerned about the wages they can acquire at other jobs. The libraries tend to pay slight wages for the work received.

5. Student placement is a major area of conflict. Students insist they are capable of more advanced tasks. Supervisors are often unsatisfied with the work of the student. A skillful coordinator could resolve many of these differences.

The Program's Objectives

The objectives of a work-study program for the graduate school of library science should provide an opportunity for qualified men and women to secure a well-rounded education and related on-the-job training leading to a career in the library profession. It should provide libraries with trained personnel for entry level professional jobs who, with further experience or education, may qualify for advanced library positions.

The Program

1. The student will commence a program of alternative work and school periods during the first semester of enrollment in the graduate program of library science.

2. He will pursue the basic course of study, with required classes corresponding with the assignments each semester.

3. He will attend school, preferably, on a full-time basis, but may be enrolled as a part-time student.

4. To successfully complete the work-study program, the student must complete three semesters of advancing practical training.

5. A fourth semester may be added if the student desires to extend his class and work experience.

6. Those who enter graduate school, but wish not to participate in the work-study program will not be forced. The benefits of this library experience should be explained to the new student, and he should be encouraged to improve his education with practical training.

7. Work hours for the formal work-study program would vary from eight to twelve hours a week.

8. The student who needs additional finances may contract with the library to fill positions not filled by library students involved in the work-study program. This job may not exceed ten hours a week.

9. The student will rotate library tasks each semester. Within the semester he may rotate again if the graduate school feels that such steps are necessary to the student's growth.

10. The first semester will train the student in the basic tasks of the library. The student will participate and observe circulation procedures, shelving, bibliographic searches, bindery methods, etc. This rotation will move the

student from station to station very rapidly. Classes corresponding to this period will be technical services, introduction to library science, acquisitions, etc.

11. The second semester the student will rotate to a specialized position. This training experience should reflect his undergraduate degree or future interest. He may elect to remain in the university library using it as the laboratory or he may move into a public, special, or school library. Classes reflecting this experience will be reference, cataloging, social sciences, science, humanities, etc.

12. The third semester in the program the student will rotate to a research position or to another area of interest. The research may apply toward his project or thesis. Research assignments will be directed by library school faculty members. The research may be done for the faculty member if it has been authorized. Librarians and library administrators may request a student to do library oriented research. The graduate student can also be requested to do research for a faculty member from another discipline or by a staff member. He might do research for one of the cooperating outside libraries. All of this research must be library oriented and equivalent to the talents of a professional librarian. All programs of research are subject to review and acceptance by the graduate dean and the coordinator.

13. A fourth semester may be taken as an optional experience, and the student may request permission to experience another area of specialization or another research project.

14. To facilitate the above program, the graduate school should attempt to regulate its admission procedures so that a predetermined number of students enter each semester. This will allow a balanced level of students for each semester.

15. The program could be implemented within one year by regulating admittance, starting each entering class at level one, the first semester, and advancing them in the program as outlined.

16. The graduate school will recruit a broader range of students. This will help balance the profession and, at the same time, fill the library's varied areas of specialization.

17. One of the important aspects of the program will be the completion of written reports by the students and the supervisors.

18. Faculty members will not be compensated for their participation in the work-study program.

19. Supervisors will be compensated for their role in the program.

20. Students will be compensated for their work. It has been suggested that payment be on a graduated scale.

Standard wage limits would be paid to the student doing basic tasks during the first semester. Second semester specializations will be rewarded with increased compensation. The third semester will be a minimal advancement for both specialization and research. A fourth semester work experience will be rewarded according to the work-study reports. A student's capabilities and past performance will determine advancement on the pay scale.

Administrating the Program

1. The work-study coordinator is responsible for the administration of the educational program, whereas on-the-job training is under the direction of the supervisor. The coordinator will coordinate the program and recommend such changes as may be necessary to insure its effectiveness and continued success. Inter-affecting decisions will be made by the library and the school when necessary.

2. In order that a formal work-study program be developed, each department participating in the program should prepare a sequence of behavioral objectives for the student's educational benefit. The department should also devise a method of evaluation to measure the program's effectiveness.

3. While working in the department, the student will be under direct supervision of the supervisor of that department, who is responsible to provide adequate training and experience for the student.

4. A progress report and performance evaluation will be obtained from the supervisor after the first two weeks and at the end of each work period. This final performance evaluation will have a letter grade assigned as to the quality of work done. This grade should conform to the school's grading system. Assignment of credit for work-study is optional.

5. The student will write a critique prior to the end of each work period, indicating his reaction to the training he has received and listing his recommendations for improvement.

6. At the end of the work-study program, the student will have a personal interview with the coordinator, the supervisor, and a faculty member. They will discuss his progress in the training program and attempt to find areas of improvement for the program.

7. Copies of the critique will be given to each member. This critique and the student reports will be the basis of recommendations written for the student's placement file.

Work Training Evaluation

Systems that rate the student are designed to help the supervisor to recognize and acknowledge abilities and performances of a superior nature. They also can identify the student who is not performing adequately. The student

should be evaluated by only those supervisors who are familiar with his performance. The discussion of ratings should be a part of the educational process, and either the supervisor or the library coordinator should work out a plan with the individual being rated to help him perform more effectively as a result of the evaluation.

## CHAPTER VII

## SUMMARY AND CONCLUSIONS

The purpose and intent of this paper was to design a work-study program for a graduate program of library science. Before that could be done it was necessary to show the historical decline of practical training in library education. It was also necessary to search library literature to find reasons for renewed interest in practical training for library students. Finally, existing and proposed work-study programs were examined to determine if there was any meaningful and substantial arrangement from which material might be collected to produce an improved program.

### Conclusions

Based on the offerings of the programs studied and the interest of those librarians who expressed themselves on the subject of work-study, it was this writer's opinion that work-study has the potential to improve the educational process for librarians. A well coordinated work-study program, one that has the full support of the graduate school of library science and the participating libraries,

will produce new librarians who are fully prepared to enter the labor market, and who will function better once they are on the job.

In spite of the great problems involved in coordinating programs involving the library and the graduate student of library science, there seems to be definite trends to renew and expand programs of work experience in the library school. At present the American Library Association has been slow in funding new experimental programs and research, but the work being done by several individual institutions is encouraging. It is believed by this writer that more emphasis will be placed on work-study programs in the future, and that a proposed program such as this will give additional strength to the overall movement.

Recommendations

1. Without a cooperative effort by the library staff, library administrators, and the library school faculty, a useful work-study program cannot be instigated.

2. Judgment should be exercised in selecting work assignments that are relevant to and in harmony with the student's educational objectives.

3. Counseling should be utilized to prevent students from losing interest in the cooperative program.

4. Coordinators of the program should seek feedback through the designed channels.

5. The work-study program should not become a burden to the student. The library school should try to produce a marketable product in the least amount of time.

6. Work-study and classroom instruction should be coordinated to make the total experience meaningful to the student.

Suggestions for Further Study

1. It is suggested that more study be conducted which relates to the criteria for selecting coordinators for the program.

2. It is also suggested that more study be conducted into the availability of funds for the proposed program.

3. Studies should be made as to student reaction to their present work situation and their desire, if any, for a more formalized work-study program.

4. Research into available library training courses and related programs outside the field of library science should be conducted to help improve the overall training experience.

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